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| **Standards Division Document School 2nd 9 Weeks**  **Extensions to the Standard Course of Study K-2**  **November/December** |

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| **Language Arts Snapshot**  Major Concepts:   * Comprehend Text * Interact with text   Standards  EX.RF.K.1 EX.RF.K.1.a EX.RF.K.1.b EX.RF.K.1.c EX.RF.K.1.d EX.RF.K.1.e  EX.RF.1.1 EX.RF.1.1.a EX.RF.1.1.b EX.RF.1.1.c EX.RF.1.1.d EX.RF.2.1  EX.RF.2.1.a EX.RF.2.1.b EX.RF.2.1.c EX.RF.K.2 EX.RF.K.2.a EX.RF.K.2.b  EX.RF.K.2.c EX.RF.1.2 EX.RF.1.2.a EX.RF.1.2.b EX.RF.2.2 EX.RF.K.3  EX.RF.K.3.a EX.RF.K.3.b EX.RF.K.3.c EX.RF.1.3 EX.RF.1.3.a EX.RF.1.3.b  EX.RF.1.3.c EX.RF.K.1.4 EX.RF.1.1.4 EX.RF.1.4.a EX.RF.1.4.b | **Math Snapshot**  Major Concepts:   * Addition and Subtraction * Represent and interpret data   Standards  EX.MD.K.5 EX.MD.K.6  EX.MD.K.7 EX.OA.1.1  EX.OA.2.1 EX.OA.2.2  EX.MD.1.6 EX.MD.1.7  EX.MD.2.7 EX.MD.2.8  EX.NBT.2.8 EX.NBT.2.9  EX.NBT.2.10 EX.NBT.2.11 | **Science Snapshot**  Major Concepts:   * Observations through senses   Standards  EX.K.E.1.2 EX.K.E.1.3 | **Social Studies Snapshot**  Major Concepts   * Locations in class and school   Standards  EX.1.G.1.1 EX.1.G.1.2  EX.1.G.1.3 EX.2.G.1.1 |

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| **Language Arts**  **Descriptors**  EX.RF.K.1 Demonstrate understanding of the organization and basic features of print  EX.RF.K.1.a. Understand that books are read one page at a time from beginning to end.  EX.RF.K.1.b. Understand that print is written left to right  EX.RF.K.1.c Understand that print is written top to bottom  EX.RF.K.1.d Recognize and name 14 or more uppercase letters of the alphabet in context  EX.RF.K.1.e Recognize and name 4 or more lowercase letters of the alphabet in context  EX.RF.1.1. Demonstrate understanding of the organization and basic features of print.  EX.RF.1.1a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, “Show me just one word.”)  EX.RF.1.1.b. Understand one -to -one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads).  EX.RF.1.1.c. Recognize and name all uppercase letters of the alphabet in context.  EX.RF.1.1.d. Recognize and name all lowercase letters of the alphabet in context.  EX.RF.2.1. Apply letter-sound and word analysis skills in decoding words.  EX.RF.2.1.a. In context, identify 18 or more letter-sound associations.  EX.RF.2.1.b. Identify the beginning sound of familiar words beginning with a single consonant sound.  EX.RF.2.1.c. Recognize 10 or more written words.  EX.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  EX.RF.K.2.a. Recognize spoken rhyming words.  EX.RF.K.2.b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).  EX.RF.K.2.c. Recognize single syllable spoken words with the same onset (beginning sound)  EX.RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  EX.RF.1.2.a. Match orally presented segmented phonemes (e.g., C - A -T) to pictures illustrating the corresponding word  EX.RF.1.2.b. Recognize single syllable words with the same ending sound.  EX.RF.2.2 Engage actively in shared reading  EX.RF.K.3. Apply letter name and letter - sound knowledge when decoding words.  EX.RF.K.3.a. Recognize own name in print.  EX.RF.K.3.b. Recognize other written words that begin with the same letter as own name.  EX.RF.K.3.c. Identify written words that start with the same letter as own name  EX.RF.K.3.d. Recognize sound of first letter in own name  EX.RF.K.3.e. Recognize other words that begin with the same sound as own name.  EX.RF.1.3. With prompting and support, read words and apply letter-sound knowledge and read words.  EX.RF.1.3.a. In context, identify 4 or more letter-sound associations  EX.RF.1.3.b Identify written words that begin with single consonant phonemes produced by an adult  EX.RF.1.3.c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication  EX.RF.K.1.4 Engage in independent study of books (e.g., studies book pages one page at a time).  EX.RF.1.4.a. Independently turn pages or navigate pages in a multi -media book, pausing long enough to consider both words and pictures.  EX.RF.1.4.b. Sustain interest in a variety of reading materials reflecting a variety of text genre. | **Math**  **Descriptors**  EX.MD.K.5. Identify objects as “same” or “different.”  EX.MD.K.6. Recognize similarities and differences between objects (attribute).  EX.MD.K.7. Sort objects according to attribute and count “how many” in sets (1-5 objects per set).  EX.OA.1.1 Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart)  EX.OA.2.1. Use objects and representations to add and subtract groups of objects.  EX.OA.2.2. Use objects, representations and numerals to add and subtract within real life one -step story problems to at least 30.  EX.MD.1.6. Collect and categorize objects or pictures to answer questions about topics relevant to student.  EX.MD.1.7. Use data to answer questions about the total number of data points and whether there are more or less in one category than in another.  EX.MD.2.7. Organize and represent data using concrete objects to create picture graphs.  EX.MD.2.8. Interpret collected data to determine the answer to the question posed.  EX.NBT.2.8. Use part -part -whole relationships (including 2 or more parts) to compose and decompose numbers  EX.NBT.2.9. Compare numbers (0 -30) in relationship to benchmark number 10.  EX.NBT.2.10. Use objects, representations and numbers (0 -30) to add and subtract.  EX.NBT.2.11. Use objects and representations (0 -30) to add and subtract groups using real life story problems. | **Science**  **Descriptors**  EX.K.E.1.2 Compare characteristics of objects through observation and action.  EX.K.E.1.3 Combine objects to create different effects. | **Social Studies**  **Descriptors**  EX.K.G.1.1 Locate areas of the classroom.  EX.K.G.1.2 Locate familiar objects in the environment.  EX.K.G.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.  EX.1.G.1.1 Identify one's own location when transitioning from place to place (e.g., school, home, outside).  EX.1.G.1.2 Locate places within the school environment (verbal or photo representation).  EX.1.G.1.3 Use directional words to locate objects (near/far, left/right).  EX.2.G.1.1 Identify locations in the classroom using position and directional words (in, on, out, under, off, beside, behind, near/far, left/right). |